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| **Content Area** | **6th grade Social Studies** | | |
| **Grade/Course** | **6th** | | |
| **Unit of Study** | **Latin America** | | |
| **Instructional Period** | **6th Social Studies** | | |
| **Insert a standard(s) below (include code). HIGHLIGHT the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.** | | | |
| **SS6G3 The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America and the Caribbean.**  a. Compare how the location, climate, and natural resources of Mexico and Venezuela affect where people live and how they trade.  b. Compare how the location, climate, and natural resources of Brazil and Cuba affect where people live and how they trade.  **SS6G4 The student will describe the cultural characteristics of people who live in Latin America and the Caribbean.**  **a.** Describe the results of blending of ethnic groups in Latin America and the Caribbean.  b. Explain why Latin America is a region based on the languages of Portuguese and Spanish.  c. Evaluate how the literacy rate affects the standard of living.  **SS6H2 The student will explain the development of Latin America and the Caribbean from  European colonies to independent nations.**  **SS6G3 The student will explain the impact of location, climate, distribution of natural  resources, and population distribution on Latin America and the Caribbean.  This standard requires students to explain how location, climate, and distribution of natural resources have  impacted population distribution and trade in Latin America and the Caribbean.**  **SS6G4 The student will describe the cultural characteristics of people who live in Latin  America and the Caribbean.**  **SS6H1 The student will describe the impact of European contact on Latin America.**  **SS6H3 The student will analyze important 20th century issues in Latin America and the  Caribbean.** | | | |
| **List Behaviors**  **(what students should be able to do; focus on verbs)** | **List Content**  **(what students should know; focus on concepts)** | **Determine DOK**  **(align to instruction and assessment)** | |
| **Ask, answer, describe, write, recount, demonstrate, identify and locate** | **SS6G3 The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America and the Caribbean.**  a. Compare how the location, climate, and natural resources of Mexico and Venezuela affect where people live and how they trade.  b. Compare how the location, climate, and natural resources of Brazil and Cuba affect where people live and how they trade.  **SS6G4 The student will describe the cultural characteristics of people who live in Latin America and the Caribbean.**  **a.** Describe the results of blending of ethnic groups in Latin America and the Caribbean.  b. Explain why Latin America is a region based on the languages of Portuguese and Spanish.  c. Evaluate how the literacy rate affects the standard of living.  **Common Core Connection: ELACC6-8RH7** Students will integrate visual information with other information in print or digital texts. | **DOK Levels** | **DOK Ceiling** |
| **Cause and Effect**  **Create**  **Compare**  **Organize**  **Summarize**  **Differentiate**  **Critique** | **3** |

**Pre-Planning Worksheet**

**TAPS 1, 2**

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| **DOK Level**  **TAPS 2, 3, 4, 5** | **Possible Aligned Activities and Questions** | **Resources**  **(on/offline)** |
| **2** | How was Latin America and the Caribbean impacted by European Exploration? | * South America, Central America, Caribbean Maps - (WorldAtlas.com)   [**http://worldatlas.com/aatlas/world.htm**](http://worldatlas.com/aatlas/world.htm)   * South America map and facts page.   [**http://worldatlas.com/webimage/countrys/sa.htm**](http://worldatlas.com/webimage/countrys/sa.htm)   * Central America map and facts page   <http://worldatlas.com/webimage/countrys/camerica.htm>   * Caribbean map and facts page   <http://worldatlas.com/webimage/countrys/carib.htm> |
| **2-3** | * How do the factors of climate, access to water, and natural resources affect where Latin America and the Caribbean choose to live and work? * How does the physical geography of Latin America and the Caribbean affect where people live? * How has the physical geography and distribution of resources influenced how people have lived in Latin America? * How has the distribution of natural resources affected the economies of the Caribbean? * ? | * South America, Central America, Caribbean Maps - (WorldAtlas.com)   [**http://worldatlas.com/aatlas/world.htm**](http://worldatlas.com/aatlas/world.htm)   * South America map and facts page.   [**http://worldatlas.com/webimage/countrys/sa.htm**](http://worldatlas.com/webimage/countrys/sa.htm)   * Central America map and facts page   <http://worldatlas.com/webimage/countrys/camerica.htm>   * Caribbean map and facts page   <http://worldatlas.com/webimage/countrys/carib.htm> |
| **2** | |  | | --- | | How were the Europeans able to conquer the Aztecs and Incas?  What roles did Cortez, Montezuma, Pizarro, and Atahualpa play in the Spanish encounter and conquest of the Aztecs and Incas?  What were the consequences of Spain‘s conquest of the Aztecs and the Incas? | | * South America, Central America, Caribbean Maps - (WorldAtlas.com)   [**http://worldatlas.com/aatlas/world.htm**](http://worldatlas.com/aatlas/world.htm)   * South America map and facts page.   [**http://worldatlas.com/webimage/countrys/sa.htm**](http://worldatlas.com/webimage/countrys/sa.htm)   * Central America map and facts page   <http://worldatlas.com/webimage/countrys/camerica.htm>   * Caribbean map and facts page   <http://worldatlas.com/webimage/countrys/carib.htm> |
| **2** | How do the How did Latin America gain independence from Spain, Portugal and France? | **Textbook Correlation**  create cause and effect chains showing the links between physical geography, resources, and densely populated in the countries   * South America, Central America, Caribbean Maps - (WorldAtlas.com)   [**http://worldatlas.com/aatlas/world.htm**](http://worldatlas.com/aatlas/world.htm)   * South America map and facts page.   [**http://worldatlas.com/webimage/countrys/sa.htm**](http://worldatlas.com/webimage/countrys/sa.htm)   * Central America map and facts page   <http://worldatlas.com/webimage/countrys/camerica.htm>   * Caribbean map and facts page   <http://worldatlas.com/webimage/countrys/carib.htm> |
| **2** | Why were Toussaint L‘Ouverture, Simon Bolivar and Miguel Hidalgo important in the independence movements of Latin America? | **Required Portfolio Assessment- Finding the Perfect Location – Performance Task (Required)**  **Textbook Correlation**  create cause and effect chains showing the links between physical geography, resources, and densely populated in the countries |

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| **Standards (Primary)** | | | | **DOK (Ceiling)** | | **Integrated** | | |
| All Enduring Understandings | | | | 2-4 | |  | | |
| **KNOW/UNDERSTAND** | **Essential Question/Enduring Understanding:**  **TAPS 2, 3**  See above in possible aligned activities | | | | | | | | |
| **KNOWLEDGE & SKILLS**  (Key Vocabulary) | | | | | | | |
| **Vocabulary- Tier 1**  ***Words using to teach Tiers 2-3***   * Amazon River * Caribbean Sea * Gulf of Mexico * Pacific Ocean * Panama Canal * Andes Mountains * Sierra Madre Mountains * Atacama Desert * Bolivia * Brazil * Colombia * Haiti * Mexico * Panama * Venezuela | | **Vocabulary Tier 2**  ***Academic vocabulary across content-areas***   * European colonization * Slave trade * Indigenous people * Africans * British * Portuguese * Spanish * Diverse * Romance Languages- (French, Italian, Portuguese, Romanian, Spanish) * Treaty of Tordesillas * Line of Demarcation * Literacy * Literacy rate * Developed country * Developing country   Standard of living | | | | * Air pollution (Mexico) destruction of the rain forest (Brazil) * oil pollution (Venezula) overcrowding industrialization vehicle emissions smog, damage to vegetation * harm to atmosphere * harm to human beings * air pollution * acid rain * oil pollution   harm to buildings and ancient ruins | |
| **Pre-assessment to Inform Instruction**  Think-Pair-Share  KWL  Close Reading  Partner Reading | | | | | | | |  | | * Location * Climate   natural resources |
| **Assessment for Learning** or **Assessment of Learning**  Enduring Understanding Assessment  Students will identify all parts of Enduring Understandings and create a written response  **TAPS 2, 3, 4** | | | | | | | |
| **DO** |  | **Content** | | | **Process** | | | **Product** |
| **Advanced** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to | | | Students will complete assignments based on inquiry and individualized learning and instruction; less teacher directed and more student-led | | | Complete choice tasks—individual and collaborative |
| **Ready** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to | | | Students will complete assignments based on inquiry and individualized learning and instruction; less teacher directed and more student-led with some support when needed. | | | Complete choice tasks—individual and collaborative |
| **Need Prerequisites** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to. | | | Students will complete assignments based on inquiry and individualized learning and instruction; teacher will assist; however, will allow for individual progress once students reaches understanding of topic. | | | Complete choice tasks—individual and collaborative  These will be guided and more teacher assisted |
| **Steps to Deliver the Lesson Using WICOR** https://my.avid.org/_images/helper_mascot.pngAVID®  **TAPS 2, 3, 5, 6, 8** | | | | | | | | |
| **Engage**  (Hook, introduction to lesson concepts)  ***WICOR:*** | **Mini-Lesson**  Think-Pair-Share  KWL  Close Reading  Partner Reading  Who, What, When and Where Graphic Organizer | | | | | | | |
| **Explore/Explain**  (teaching content all students need to know, understand and be able to do as determined by unpacked standard)  ***WICOR:*** | Teacher will introduce; explain and analyze PowerPoint/video or presentation, students will use primary and secondary sources to complete assignments.  Students will write a response to the assigned topic  Students will create their own questions to the reading and writing assigned topics and explain in their own words  Students will collaborate with peers their responses, and as well as activities assigned and/or chosen to complete  Students are to write their assignments in their agendas and ask for clarification when needed for organization  Students are assigned reading tasks from various primary and secondary sources | | | | | | | |

**Monday**:

Warm Up: Students will be given the Zapatista Guerilla Movement Handout

Activity: Students will review H2, and H3 PowerPoint and introduce stations; students can use study guides to help them in the stations. **\*Cuban Revolution and Zapatista Movement**

Ticket Out the door/Closing: Students will receive review questions tailoring to H2 and H3 (pg 99-102 in CB, answers only)

**Tuesday:**

Warm Up-page 103-104 in Coach Book

Lesson: Part 1: PowerPoint on Cuban Revolution and Zapatista Movement and Review Questions

People Review: **Toussaint L’ Ouverture; Simon Bolivar; Miguel Hidalgo**. Students will complete biography handout about them

Part 2: Stations

HW: Write one summary about each person. Answer the 5 W’s about each person.

TOD-page 105 in Coach book

**Wednesday:**

Warm Up: Students will complete review stations

Lesson: Complete Review Stations/Study Guide Assignment

TOD-Questions on page 87, 88, 89.

**Thursday:** Benchmark

**Friday:** Quiz